Communities for Sciences

Dissemination event

The long road towards Inclusion in Science Education

Flemish Parliament
27th October 2023

Communities for Sciences (C4S) – Towards promoting an Inclusive Approach in Science Education"

Funded by the European Union

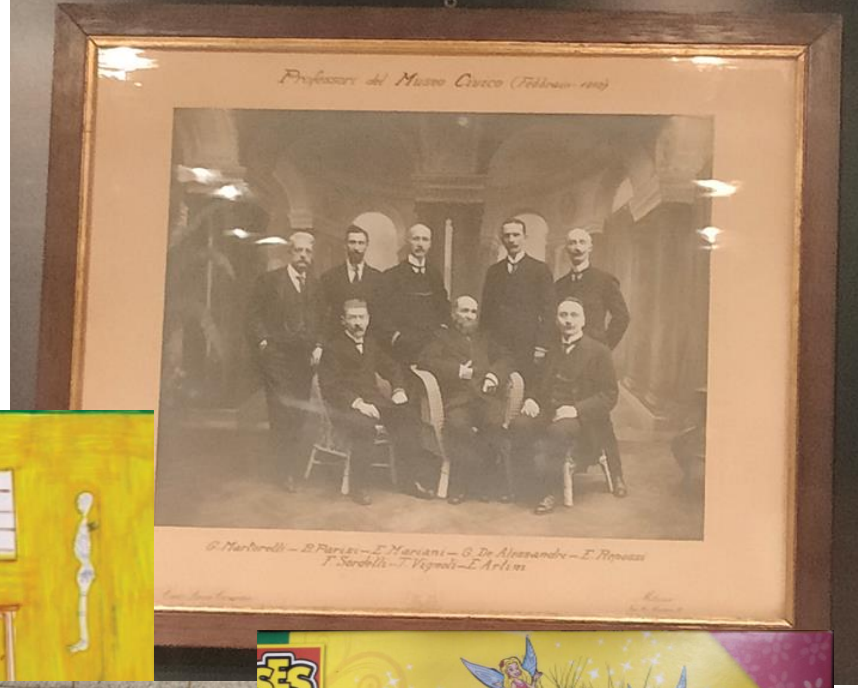
Welcome

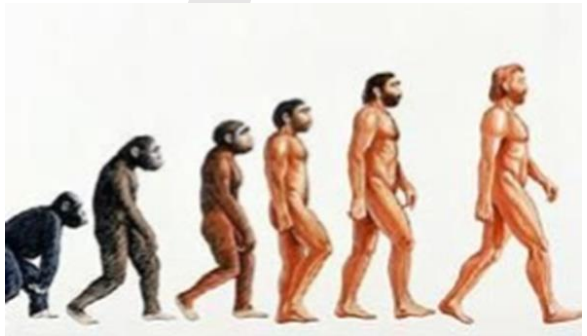
1. Rationale of the project
2. General overview
3. Governance structure
4. Key features and moments
5. Impact: Main products and processes
6. Future outcomes and paths

1.Rationale of the project

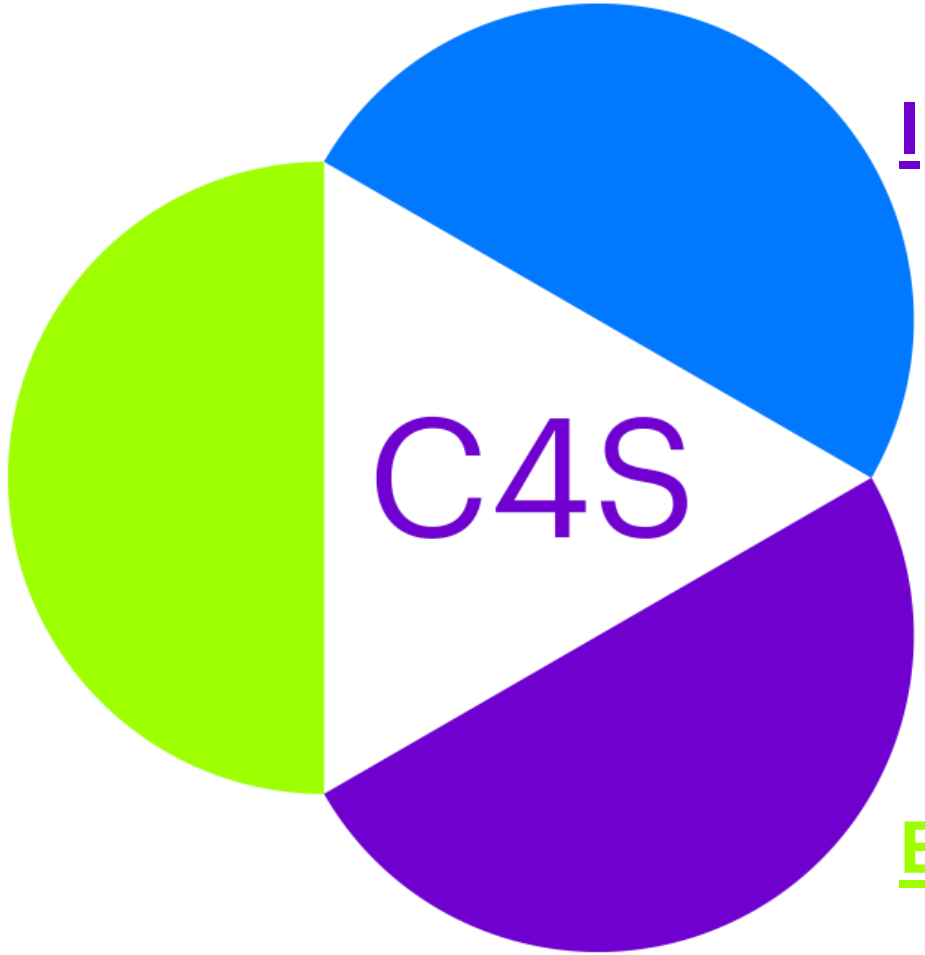
Education and social contexts

Social imageries in science





1.Rationale of the project

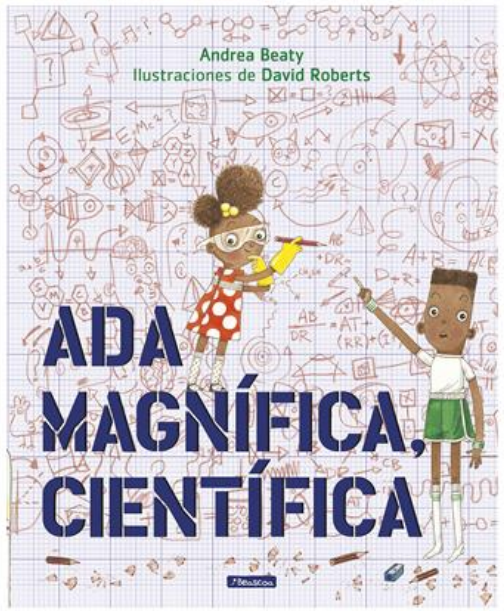


INCLUSIVE

SCIENCE

EDUCATION

1.Rationale of the project

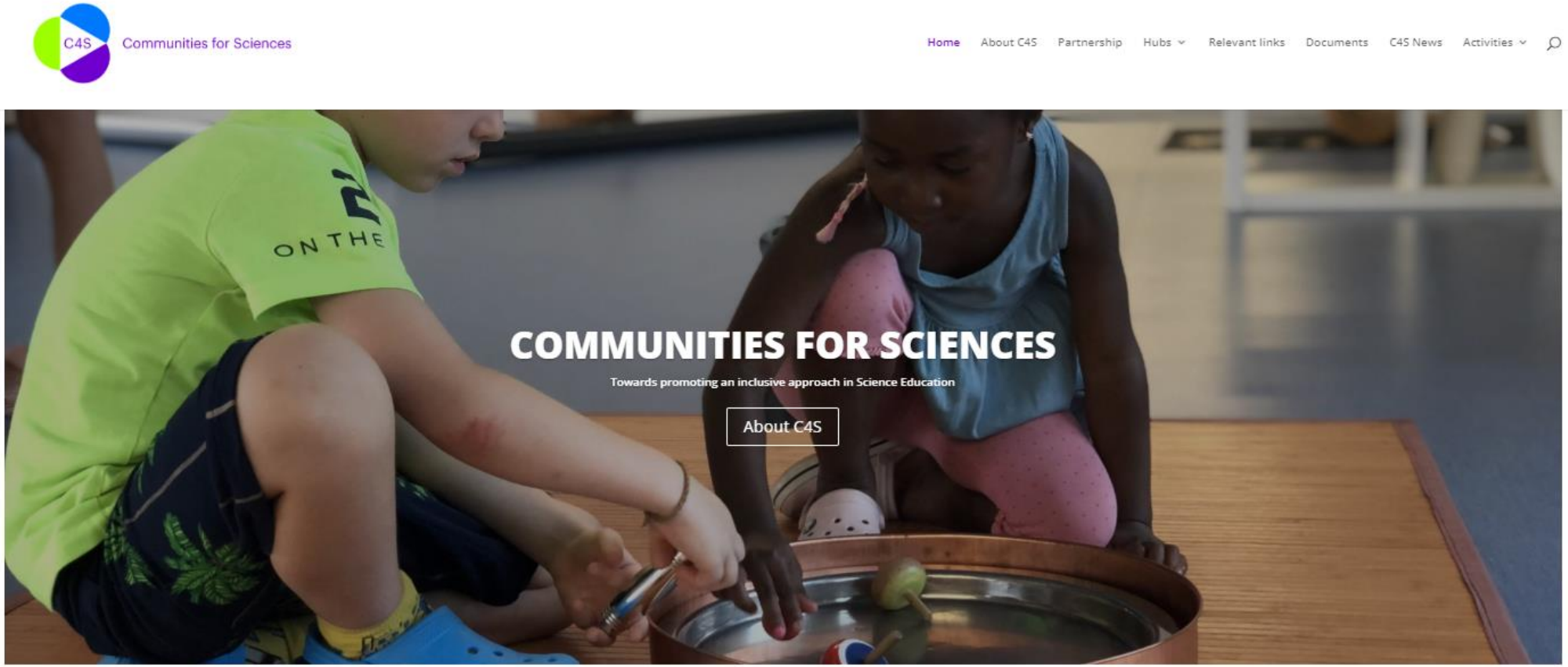


1.General overview

FUB (Manresa campus UVic-UCC)	UVic (Vic campus UVic-UCC)	Bildungsdirektion fuer Wien
Wirtschaftsuniversitat Wien	Galileo Progetti	Comune di Sesto San Giovanni
New Bulgarian University	Erasmushogeschool Brussel	IB Hochschule Berlin
Lunds Universitet	Università degli Studi di Milano-Bicocca	

Partnership & Team

1.General overview



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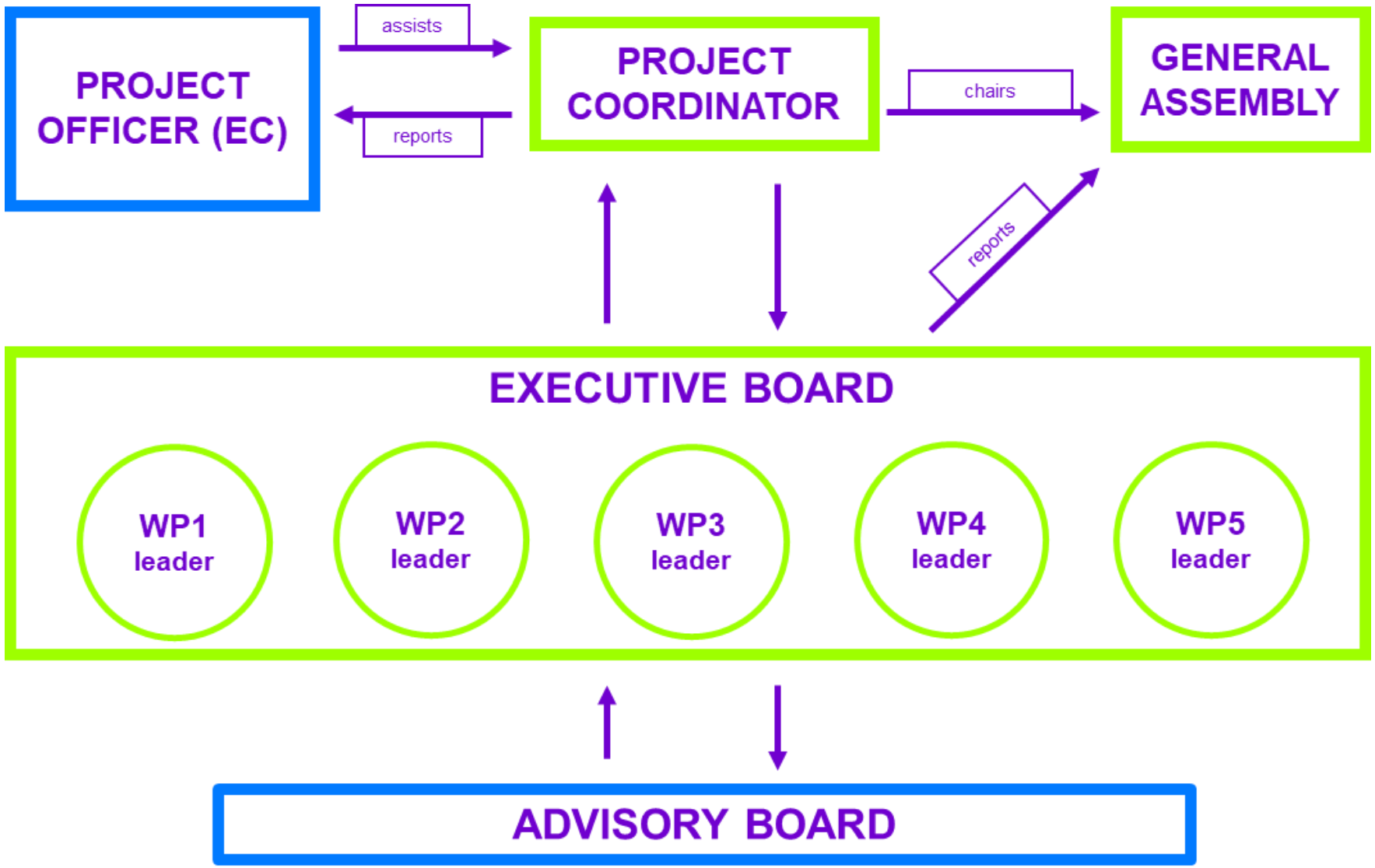
End date: 30/11/2023

1.General overview

Inclusion in a diverse Europe; inclusion in diverse settings

Target Group	Country & partner
Migrant contexts	• Belgium (Erasmus Hogheschool Brussels) • Austria (RCE Vienna & Bildungsdirektion Wien) • Manresa – Vic (Fundació Universitària del Bages & UVic-UCC)
Roma communities	• Hungary (Galileo Progetti Kft) • Bulgaria (New Bulgarian University)
Children with disability	• Italy (Università Milano Bicocca & Sesto San Giovanni-Giocheria Laboratori)

2.Governance Structure



2.Governance Structure

WP1. Coordination and management

Leader: FUB (campus Manresa – UVic-UCC)

WP2. RRI and Communities Assessment

Leader: RCE Vienna

WP3. Hubs Coordination and Transference

Leader: EhB

WP4. Research Management and Pilots

Leader: Università degli Studi di Milano-Bicocca

WP5. Communication and Dissemination

Leader: FUB (campus Manresa – UVic-UCC)

WP6. Ethics

Leader: FUB (campus Manresa – UVic-UCC)

2.Governance Structure

A Hub is a living being...

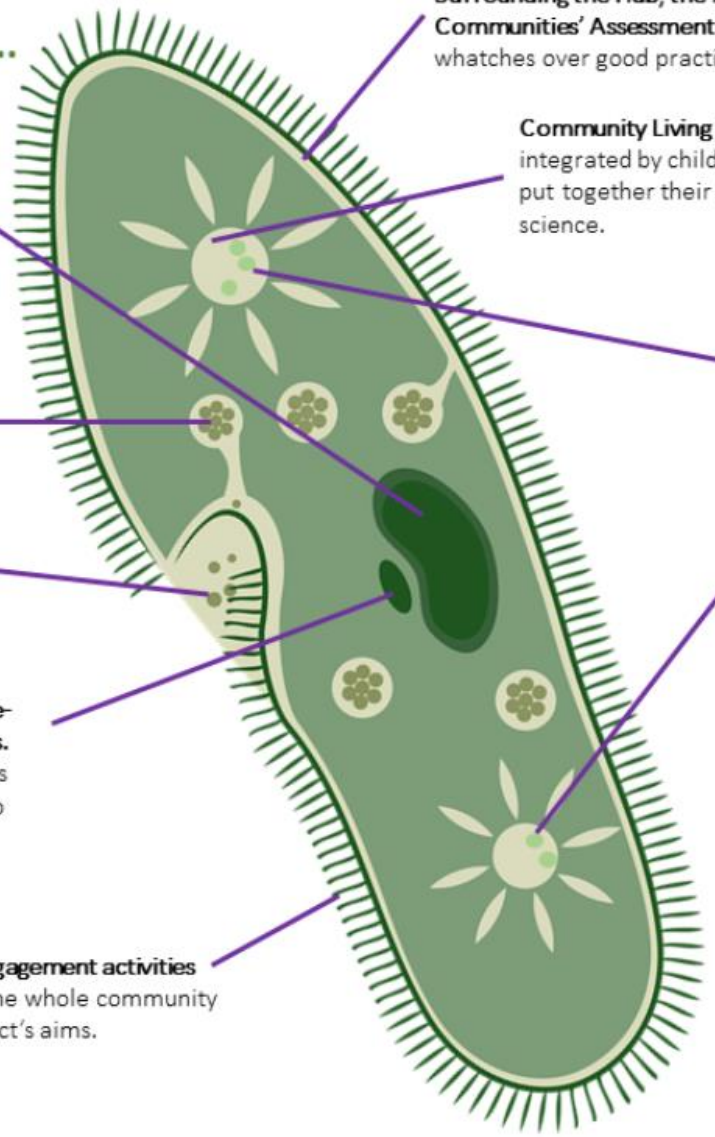
A big nucleus integrated by partners and supporters
- Research on barriers, stereotypes and good practices
- Outreach and pedagogical work.

Science education activities (development, test and pedagogical activities)

Outputs (exhibitions, pilot results and lab findings).

A micronucleus with scientists or science-related specialist from vulnerable groups.
- Support science education activities
- Take part in workshops and pilots to policymakers and institutions

Societal engagement activities to involve the whole community in the project's aims.



Surrounding the Hub, the RRI & Communities' Assessment whatches over good practices within in.

Community Living Labs: communities of enquiry integrated by children, families and educators that put together their knowledge and creativity to foster science.

Pilots developed within the community living labs.

It is born as a result from, and connected to, a specific surrounding environment.

It grows and multiplies itself in the appropiate environment.

It disappears when its creative energy collapses.

4. Key features and moments

YEAR 1

- Setting up the Hubs & Trainings, coordinating core views,…
- Set up structure of Advisory Board
- Blindspot detection on RRI
- Literature Review
- 1st year protocols (Hubs, pilot activities,…)
- Strategic alliances and local & international activities (conferences, webinars,…)
- Transferability activities & communication/dissemination

4. Key features and moments

YEAR 2

- Research process, pilot activities & data gathering
- Follow-up Hub & local liasons & interlink
- Setting up a White book on Inclusive Science Education (structure, aims, organisation,…)
- Setting up a Style Guide on Inclusive Science Communication (structure, aims, organisation,…)
- Setting up IOISE – International Observatory on Inclusive Science Education (structure, aims, organisation,…)
- Transferability activities & communication/dissemination

4. Key features and moments

YEAR 3

- Wrap up pilots & research analysis
- Keep track of Hubs (liaisons, impact/consolidation, interlink…)
- Co-design & submit whitebook (leadership of RCE)
- Co-design & submit Style Guide (with support of AB members)
- Co-design International Observatory on Inclusive Science Eductation (IOISE)
- Transferability activities & communication/dissemination

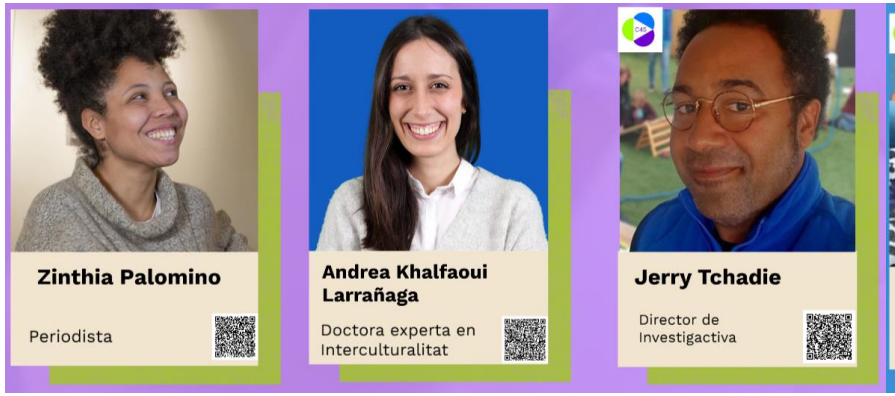
5. Impacts: processes and main products

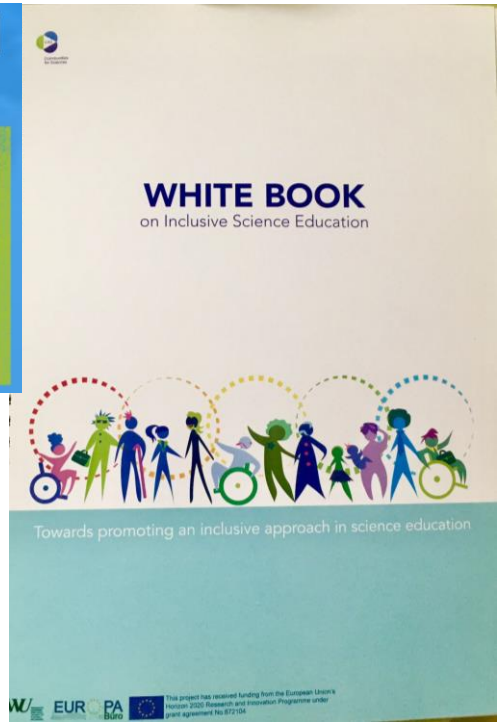
	Children and youth		Families		Civil society / NGOs
	Members of vulnerable communities		Educators		Policy makers
	Scientists		Universities		Companies / Businessmen / Businesswomen

- Detection of needs, barriers and allies
- Training and generating awareness
- Outreach and active search of inclusive pedagogical materials
- Opportunities and co-decisory situations
- Action, enjoyement, questioning, transferring
- Continuity and opening windows and doors

5. Impacts: processes and main products

Communicating voices and generating new pedagogical materials





5. Impacts: Main products and processes

- 6 HUBs -> 15 CLL -> 9 Pilots
- 4 international conferences
- 3 national conferences
- 5 local exhibitions & 1 international exhibition
- 1 functional website & social networks
- At least 1 experts from communities per Hub
- 4 contributions in Books (published and in press)
- 6 Reserch publications (submited or in press)

5. Impacts: Main products and processes

- Creation & consolidation of cll's
- Intrainstitutional impact (courses, agenda priorities,…)
- New ISE philosophy in partnership projects
- Inter-institutional alliances & impact (local & beyond)
- Training & dissemination events

6. Future outcomes and paths

- International Observatory on Inclusive Education
- New competitive Projecte with ISE
- Strategic alliances with public sector, policymakers, communities…
- Continuity of all Hubs & transnational transference processes
- Assessment in new EU ISE Flagship programs
- Snowballing beyond schools: Communication fields, museums, ...
- Intra-institutional change & co-participation with experts from communities